

A STUDY OF ATTITUDES TOWARD MENTALLY RETARDED CHILDREN
AND EDUCATIONAL PROGRAMS FOR THEM IN THE
MARTENSDALE-ST. MARYS SCHOOL DISTRICT

A Field Report
Presented to
The School of Graduate Studies
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Vivian Cummings Harding
August 1970

1970
11223

A STUDY OF ATTITUDES TOWARD MENTALLY RETARDED CHILDREN
AND EDUCATIONAL PROGRAMS FOR THEM IN THE
MARTENSDALE-ST. MARYS SCHOOL DISTRICT

by

Vivian Cummings Harding

Approved by Committee:

Paul C. Vance
Chairman

Bruce Vennart

Charles L. Canfield
Dean of the School of Graduate Studies

1970
24222

TABLE OF CONTENTS

| | Page |
|--|------|
| LIST OF TABLES | iv |
| Chapter | |
| I. INTRODUCTION | 1 |
| II. REVIEW OF THE LITERATURE | 4 |
| III. FINDINGS OF THE STUDY | 17 |
| IV. SUMMARY AND CONCLUSIONS | 56 |
| BIBLIOGRAPHY | 59 |
| APPENDIXES | 64 |
| A. Transmittal Letter to Parents | 65 |
| B. Instructions to Faculty | 66 |
| C. "Scale of Attitudes Toward the Mentally Retarded" | 67 |

LIST OF TABLES

| Table | Page |
|--|------|
| 1. Responses of Teachers | 23 |
| 2. Mean Scores of Teacher Groups | 25 |
| 3. Responses of Martensdale Parent Group | 27 |
| 4. Responses of St. Marys Parent Group | 28 |
| 5. Mean Scores of Various Total Parent Groups | 31 |
| 6. Comparison of Mean Scores, Martensdale vs. St. Marys | 32 |
| 7. Comparison of Mean Scores of Parents and Teachers | 33 |
| 8. Responses of All Subjects to Item 1, "A Retarded Child Can Be Born to Any Parent." | 34 |
| 9. Responses of All Subjects to Item 2, "All Children Have a Right to a Public Education." . | 35 |
| 10. Responses of All Subjects to Item 3, "A Lay Person Generally Feels Rather Uncomfortable in the Presence of a Mentally Retarded Child." | 35 |
| 11. Responses of All Subjects to Item 4, "Mental Retardation and Mental Illness are Often Con- fused by the General Public." | 36 |
| 12. Responses of All Subjects to Item 5, "Mentally Retarded Children are Usually Unattractive Children." | 37 |
| 13. Responses of All Subjects to Item 6, "I Would Prefer That My Own Children Did Not Play With Any Child Who is Mentally Retarded." | 37 |
| 14. Responses of All Subjects to Item 7, "Average Ability Children Should Not Associate With Mentally Retarded Children at School." | 38 |

Table

Page

| | | |
|-----|---|----|
| 15. | Responses of All Subjects to Item 8, "If a Parent Has a Retarded Child, He Should Not Allow His Child to Play with Normal Children." | 39 |
| 16. | Responses of All Subjects to Item 9, "All Children Should Associate with Handicapped Children Either at Play or at School." | 39 |
| 17. | Responses of All Subjects to Item 10, "Parents Should Not Feel That Their Normal Child will be 'Hurt' if He Plays With a Retarded Child." | 40 |
| 18. | Responses of All Subjects to Item 11, "A Retarded Youth Should Not Expect to Participate in the Typical Teenage Activities of the Community." | 41 |
| 19. | Responses of All Subjects to Item 12, "A Mentally Retarded Adult Living in My Neighborhood Would Tend to Lower the Value of My Property." | 41 |
| 20. | Responses of All Subjects to Item 13, "Most Mentally Retarded Children Can Become Self-Supporting Citizens." | 42 |
| 21. | Responses of All Subjects to Item 14, "I Would Resent My Child Having to Attend a Regular Class With a Retarded Child." | 43 |
| 22. | Responses of All Subjects to Item 15, "There is a Real Need for the General Public to Learn More About Mental Retardation." | 43 |
| 23. | Responses of All Subjects to Item 16, "In Our Society It Is As Important to Make Use of the Abilities of the Mentally Retarded As It Is the Physically Handicapped." | 44 |
| 24. | Responses of All Subjects to Item 17, "In View of the Large Number of Mentally Retarded Children Enrolled in Regular Classes, All College Students Preparing to be Teachers Should be Required to Take at Least One Course in 'Educating Mentally Retarded Children'" | 45 |
| 25. | Responses of All Subjects to Item 18, "A Retarded Child is Usually Identified in Regular Classrooms Because of His Lack of Neatness." | 45 |

Table

Page

| | | |
|-----|---|----|
| 26. | Responses of All Subjects to Item 19, "A Regular Classroom Teacher Should be Able to Adequately Teach a Retarded Child Along with 25 to 30 Other Pupils." | 46 |
| 27. | Responses of All Subjects to Item 20, "A Separate Special Class Designed to Meet the Needs of Mentally Retarded Children Taught by a Trained Teacher is the Best Educational Program for These Children." | 47 |
| 28. | Responses of All Subjects to Item 21, "A Regular Classroom Teacher's Primary Obligation is to All of the Children in Her Class, Not Just to the Average or 'Gifted' Group." | 47 |
| 29. | Responses of All Subjects to Item 22, "A Retarded Child Enrolled in a Regular Classroom has as Much Right to the Time and Effort of the Teacher as Does a Normal Child." | 48 |
| 30. | Responses of All Subjects to Item 23, "Special Classes For Mentally Retarded Children Should Have a Smaller Enrollment Than Regular Classes." 49 | |
| 31. | Responses of All Subjects to Item 24, "It is Unfair To Assign Only 10 to 15 Pupils to Teachers of Special Classes for Mentally Retarded Children When Regular Classroom Teachers Are Assigned 25 to 30 Pupils." | 49 |
| 32. | Responses of All Subjects to Item 25, "A Special Class for Mentally Retarded Children Provided by Local School Districts is a Better Program for Retarded Children Than Placement In a State Institution." | 50 |
| 33. | Responses of All Subjects to Item 26, "Special Classes for Mentally Retarded Children are too Expensive in Terms of the Value the Retarded Child Gains From Them." | 51 |
| 34. | Responses of All Subjects to Item 27, "I Would Not Want My Child Attending a School Where There is a Special Class for Retarded Children." . . . | 51 |
| 35. | Responses of All Subjects to Item 28, "Finances Spent on Special Classes for Mentally Retarded Children Is a Good Expenditure of Tax Money." . | 52 |

Table

Page

- | | | |
|-----|--|----|
| 36. | Responses of All Subjects to Item 29, "Schools Should Make Every Effort to See That Retarded Children Living Within the Boundaries of the School District Receive an Appropriate Educational Program." | 53 |
| 37. | Responses of All Subjects to Item 30, "The Community in Which I Live Would be Interested in Providing Special Classes for Mentally Retarded Children." | 53 |

Chapter I

INTRODUCTION

In the past few years a great increase has occurred in the number of special classes for retarded children offered by the public schools in Iowa. One of the reasons for this increase has been public awareness of the problems of these children and the programs that can help them. Schools operate within a given community and that community influences to some extent the curriculum and program of its schools. People demand and willingly finance only those programs they see a need for.

The purpose of this study was to determine the attitudes toward and knowledge about mentally retarded children and special educational programs for them that exist among the faculty and parents of children in the Martensdale-St. Marys Community School District. The school administration hoped to use this information in preparing a public education program to generate support for and understanding of special educational services for the district's mentally retarded children.

Mr. Bryan H. Starr, superintendent of the district, and one or two concerned parents had tried for several years to persuade the school board to establish a class for

retarded children. The consistent answer was that there was no need for such a class and people would object to the expense. In the 1969-70 school year, state requirements were met by paying tuition for one child to attend a special education class in another district and by hiring a non-degreed former first grade teacher as a remedial reading teacher.

In a small school district, school board members are well known and easily approached by the public. They are responsive to the known wishes of the people. Two years ago the Martensdale school hired a band instructor after a group of citizens banded together and made consistent demands for such a service. Unfortunately, those parents of retarded children who were willing to admit that their children needed a special class were neither large in number nor prominent citizens of either community.

One particular purpose of the study was to determine what facts about mental retardation or special education classes needed clarification in the public mind. Another purpose was to determine what effect the educational level of an individual would have on his attitudes toward the retarded. This was stated as a hypothesis: Higher educational background fosters more favorable attitudes toward and greater knowledge about the mentally retarded.

Data are presented comparing the mean scores of various groups within the two major sample groups. Teachers

were grouped according to their sex, level taught, level of education and years of experience; mean scores for each group were computed and these scores presented in tabular form. The parent group were grouped by level of education, occupation, whether or not they had known a retarded child personally, and whether or not they had resided in a district which provided special classes for retarded children. The mean scores for each of these groups were also computed and presented in tabular form.

Data are presented in graph form comparing the responses by item of three groups. These were men and women teachers, parents of children in the St. Marys building and parents of children in the Martensdale building, and all teachers and all parents.

Chapter II

REVIEW OF THE LITERATURE

There is good reason for a local school to survey its population before initiating new programs. The National Education Association has suggested that responsibility for decisions about local schools rests jointly with the school board and faculty, guided by state professionals.¹

Kerlinger² states that survey research could help answer many questions regarding the attitudes of citizens toward their schools. He advocates a much wider use of surveys than has been evident in educational research. Another author³ points out that schools all too often base decisions on the opinion of a few articulate persons.

A brief history of educational programs for the handicapped demonstrates the power of public opinion. Until the early 1900's handicapped children were objects of scorn or pity. Families hid their severely disabled children away in a rural home or in a state institution. Those we now

¹National Education Association, Schools for the 60's, NEA Yearbook, 1963.

²Fred N. Kerlinger, Foundations of Behavioral Research (Chicago: Holt, Rinehart and Winston, 1964), pp. 405-07.

³Ray L. Sweigert, "Polling Community Opinion of Educational Matters," Journal of Secondary Education, CXLII, 195-202.

refer to as the mildly retarded fitted invisibly into their society as unskilled farm or factory laborers. In the early part of the century most states established institutions for the care of blind, deaf, physically handicapped and severely mentally retarded children.

The first survey of children in special classes in the public schools was taken by the United States Office of Education in 1922. A reported enrollment of 23,252 children were found in such classes.¹ As the technological revolution continued, the need of some children for special educational treatment became more evident. Depression and World War II intervened, and it was not until the 1950's that real progress in establishing special classes occurred. Kirk² reports that enrollment of the retarded in such classes was 87,000 in 1948 and had risen to 213,000 by 1958. He attributes this largely to the actions of the National Association for Retarded Children, a parent group.

President John Kennedy played a large part in bringing the plight of the retarded to the attention of the general public. In 1961 he appointed a panel, charged with exploring the major aspects of the problem of retardation and developing long range plans to combat it. Many of the panel's recommendations later became incorporated into state

¹Samuel A. Kirk, Educating Exceptional Children (Boston: Houghton Mifflin, 1962), p. 23.

²Ibid.

and national law. President Kennedy's personal family experience had made him aware of the problem of the retarded.

This administration was also concerned with the problem of civil rights of minority groups in our society. The connection between the two problems became evident when the Panel on Retardation found that a large majority of the mildly retarded were from the most disadvantaged social classes.¹ Legislation passed to aid these minority groups included educational aid. The Vocational Education Act of 1963 was the first federal act to include provisions specifically for ". . . those with special educational handicaps. . . ." ² Keppel³ has summarized and reviewed those aid to education acts passed by the 88th and 89th Congresses.

Perhaps the most significant national legislation was the Title VI-A amendment to the Elementary and Secondary Education Act of 1965. It provides federal funds to the states "for the initiation . . . of programs and projects designed to meet the educational and related needs of

¹Max L. Hutt and Robert Gwyn Gibby, The Mentally Retarded Child (Boston: Allyn and Bacon, 1965), p. 115.

²Quoted in J. Galen Saylor and William M. Alexander, Curriculum Planning for Modern Schools (Chicago: Holt, Rinehart, Winston, 1966), p. 327.

³Francis Keppel, The Necessary Revolution in American Education (New York: Harper and Row, 1966), p. 70

handicapped children."¹ The journal, Exceptional Children, considered this legislation so important as to devote much of an entire issue to its implications.² In the state of Iowa alone, \$521,817 of federal funds were spent on educational and diagnostic programs for handicapped children in fiscal 1968 and 1969. Nearly half of this money (\$239,928) was spent for programs and materials of direct benefit to the educable mentally retarded.³

This influx of federal money, increasing public awareness of the need and ability of the retarded to be helped, and recent actions of the Iowa Legislature have encouraged many schools to set up special classes in the last few years. Research has shown that while the retarded may achieve slightly higher academically in a regular classroom, their personal and social adjustment is superior in the special class. Lorene C. Quay had adequately reviewed this research and come to the same conclusion.⁴ Most special educators today favor the special class placement for the educable mentally retarded.

¹General Summary of the Provision of the Guidelines for Title VI (Des Moines, Iowa: Iowa State Department of Public Instruction, 1967).

²J. W. Jones and J. E. Davis, "PL 89-313 Extends Benefits," Exceptional Children, XXXIV (March, 1968), 555-59.

³Information abstracted from unpublished materials supplied to the author by John Lanhan, Coordinator, Title VI-A, ESEA, Iowa Department of Public Instruction.

⁴Lorene C. Quay, "Academic Skills," cited by M. R. Ellis, Handbook of Mental Deficiency (New York: McGraw Hill, 1963), pp. 664-90.

It can easily be seen that the impetus for organization of special classes came from two directions. Concerned parents exerted pressure in their local schools and on state and national legislatures. Attitudes toward all of the handicapped and particularly the retarded have been changing, partly as a result of their activities.

However, few studies have been conducted regarding attitudes toward the retarded. In a preference questionnaire covering several types of exceptional children, Jones and Owens¹ found the gifted most accepted, the severely retarded least accepted, and the educable retarded very low in acceptance among high school students.

Kingsley² also found the gifted most desirable, the severely retarded least desirable, and the educable retarded most in need of special classes in a survey he made among students. Jaffee³ found that high school students reacted more favorably to a verbal sketch of a retarded person, a formerly mentally ill person, and an amputee which was not labeled than to the identical persons with the label.

¹Reginald L. Jones, Nathan Gottfried and Angela Owens, "The Social Distance of the Exceptional," Exceptional Children, XXXII (April, 1966), 551-56.

²J. M. Kingsley, "Prevailing Attitudes Toward Exceptional Children," Education, LXXXVII (March, 1967), 426.

³Jacob Jaffee, "What's in a Name?" Personnel and Guidance Journal, February, 1967, pp. 557-60.

However, Combs and Harper¹ found that both experienced and inexperienced teachers reacted more favorably to a sketch of a mentally deficient person when it was so labeled. They thought perhaps these teachers had more knowledge of the problems of the retarded than of the psychotic, schizophrenoid and cerebral palsied children who were also presented.

Kavaraceus² surveyed graduate students in a course on education of exceptional children. He found that among seven categories of exceptionality, 5 percent preferred to teach the retarded, 12.5 percent felt that they knew most about the retarded and 17 percent felt that they knew least about retarded children. Another researcher³ measured the reactions of teachers to exceptional children. He found that teachers with background or course work in the area of exceptional children had the most favorable attitudes toward all of the exceptional.

Investigations of attitudes toward the mentally retarded as distinguished from other handicapped persons have been carried out among parents, peers and teachers of

¹Ronald Combs and Jerry Harper, "Effects of Labels on Attitudes of Educators Toward the Handicapped," Exceptional Children, February, 1967, pp. 397-403.

²William C. Kavaraceus, "Acceptance and Rejection on Exceptionality," Exceptional Children, May, 1956, pp. 328-31.

³James Feinberg, "Social Desirability and Attitudes Toward the Disabled," Personnel and Guidance Journal, December, 1967, pp. 38-42.

the retarded. Only four reports could be located of recent investigations among the general public.

In their book, The Mentally Retarded Child, Hutt and Gibby¹ devote one chapter to the problems of parents. They state that parents often find it difficult to accept the fact that their child is retarded, they feel guilty and ashamed, and they may reject the child, deny the fact of retardation or try to disguise it. More recent investigations confirm their findings. Meyerowitz² interviewed parents of eighty-five educable retarded children. He found that while they were aware of slow development, they were mostly unaware of the educational deficiencies of their children after two years of public school. Condell³ found considerable discrepancy between what sixty-seven rural parents expected of their children in school and what the school provided for them.

An interesting and unusual method was used to discover mother's assessments of their children by Gorelick and Sandhu.⁴ They administered the Revised Stanford Binet

¹Hutt and Gibby, op. cit., pp. 292-331.

²Joseph H. Meyerowitz, "Parental Awareness of Retardation," American Journal of Mental Deficiency, LXXI, 6 (1966), 637.

³James F. Condell, "Parental Attitudes Toward Mental Retardation," American Journal of Mental Deficiency, LXXI, 1 (1966), 85-92.

⁴Molly C. Gorelick and Malathi Sandhu, "Parent Perception of Retarded Child's Intelligence," Personnel and Guidance Journal, December, 1967, pp. 382-84.

Intelligence Test to the mothers of retarded children, instructing them to respond each as she felt her child would. At the same time, the test was administered to the children. When the scores were compared it was found, as expected, that the mothers significantly overestimated their children's performance. However, the difference between the two scores was not as great as had been expected. Faced with choosing what her child would do in a given situation, each mother proved herself realistic in assessing his capabilities.

The classic study on peer-group acceptance of the retarded was reported by Johnson in 1950.¹ He investigated the social position of retarded children in the regular classroom and found them more isolated and rejected than other children. His findings were confirmed by a later study he did with Samuel Kirk² and by an independent study by Baldwin in 1958.³ However, in 1967 Meyerowitz⁴ found

¹G. O. Johnson, "A Study of the Social Position of Mentally Handicapped Children in the Regular Grades," American Journal of Mental Deficiency, LV (July, 1950), 60-79.

²G. O. Johnson and S. A. Kirk, "Are Mentally Handicapped Children Segregated in the Regular Grades," Exceptional Children, XVII (1965), 87-88.

³Willie I. Baldwin, "The Social Position of the Educable Mentally Retarded Child in the Regular Grades in the Public Schools," Exceptional Children, XXV (1958), 106-108.

⁴Joseph H. Meyerowitz, "Peer Groups Reject the Retarded," Mental Retardation, V (1967), 23-26.

that the retarded were rejected by their peers in social situations regardless of class placement, and especially so when labeled by placement in special classes.

This discrimination against children in special classes is one factor cited by Lloyd Dunn, long an advocate of special class placement, in a 1968 article questioning his former position.¹

It would seem that the attitude of the teacher, whether a regular class or a special class, would have some influence on the behavior and belief of pupils. It is interesting to note then, that, except for studies already cited on all handicapped children, very little attention has been paid in the literature to this matter. In 1967 Marvin Fine² questioned twenty-one regular classroom teachers and thirteen teachers of the educable mentally retarded. He found the teachers of the retarded placed greater emphasis on personal and social adjustment, and were less demanding that children try harder for academic achievement. He suggested much more study should be done in this area.

¹Lloyd Dunn, "Special Education for the Mildly Retarded--Is Much of it Justifiable?" Exceptional Children, XXXIII (September, 1968), 98-102.

²Marvin J. Fine, "Attitudes of Regular and Special Class Teachers Towards Educable Mentally Retarded Children," Exceptional Children, XXXII (February, 1967), 46-50.

In 1964 Dr. Ed Meyen surveyed the attitudes of teachers and lay persons in Dallas County, Iowa.¹ He found that teachers employed in districts sponsoring classes in special education had more favorable attitudes than others, and that teachers who had had some course work in teaching the mentally retarded were the most knowledgeable and favorable of the group.

Dr. Meyen made use of a study by Richard Shofer² in designing the attitude scale he used. Shofer studied the attitudes and understandings of regular elementary teachers toward the retarded. He found that those who possessed the most knowledge about mental retardation also had the most favorable attitudes.

The few studies of the attitudes of the general public seem to confirm the hypothesis that acquaintance with a handicapped person or knowledge about his condition tends to influence attitudes toward him favorably. Jaffee³

¹Edward L. Meyen, "A Study of Attitudes and Understandings of Lay Persons and Regular Classroom Teachers Toward the Mentally Retarded" (Des Moines, Iowa: Iowa State Department of Public Instruction, 1964) (Mimeographed).

²Richard C. Schofer, "The Relationship Between Teacher Attitudes Toward Mentally Retarded Children and Teacher Characteristics and Knowledge of Mental Retardation" (Unpublished Doctor of Education Study, Colorado State College, 1961).

³Jacob Jaffee, "Attitudes of Adolescents Toward the Mentally Retarded," American Journal of Mental Deficiency, LXX (May, 1966), 907-12.

asked students to rate two described persons in four areas. One person was described as retarded, the other was identical in personal, social and vocational characteristics, but not labeled retarded. He found that subjects who had known a retarded person attributed a greater number of favorable traits to the person identified as retarded than the other subjects did.

Meyers, Sithei and Watts¹ investigated attitudes toward the retarded and their education among a random sample of 188 lay persons and 24 parents of children enrolled in a special education class. The special sample, the non-caucasians of both samples, and those of the more liberal religions showed more acceptance of retarded children, less willingness to send them away, and more support for public school classes. When William Heater² conducted an extensive survey of 425 Michigan clergymen, he too found those with more knowledge about and more frequent contact with retarded persons to have more favorable attitudes.

¹C. E. Meyers, E. G. Sithei and C. A. Watts, "Attitudes Toward Special Education and the Handicapped in Two Community Groups," American Journal of Mental Deficiency, LXX, 1 (1966), 78-84.

²William H. Heater, "Attitudes of Michigan Clergymen Toward the Mentally Retarded," Dissertation Abstracts, XXVIII, 12A (1968), 4874.

In another connection, Neuhaus¹ found that only after counseling and personal acquaintance were co-workers in a large plant able to accept retarded adults as new workers.

Meyen² sought to determine if there were differences in knowledge and attitude of lay persons who have known a retarded child and those who have not and if residing in a school district which provided special classes made a difference. He found that while those who had known a retarded child responded more favorably, the difference was not statistically significant. Living in a district which provided special classes seemed to make no difference at all.

The "Guide to Community Action" published by Iowa's Comprehensive Plan to Combat Mental Retardation recommends a survey of attitudes in a community before taking action.³ All of the studies cited except those done among peer groups indicate that knowing something about the condition of mental retardation seems to incline persons to a more

¹Edmund C. Neuhaus, "Training the Mentally Retarded for Competitive Employment," Exceptional Children, XXXIII (1967), 625-28.

²Meyen, op. cit.

³George M. Beal, Janet S. Payer and Paul Yarbrough, Mental Retardation, A Guide to Community Action (Des Moines, Iowa: Iowa's Comprehensive Plan to Combat Mental Retardation, 1965), pp. 33-34.

favorable attitude toward both retarded children and educational programs for them. Therefore, a survey to determine public attitudes and knowledge about mentally retarded children seems a logical first step for a small school.

Chapter III

FINDINGS OF THE STUDY

The subjects in this study were the parents and teachers of pupils in the Martensdale-St. Marys Community School District. This is a small district of 512 pupil enrollment about twenty miles southwest of Des Moines, Iowa. It includes the towns of Martensdale and St. Marys and their surrounding rural area. There is one elementary building at St. Marys and one elementary building at Martensdale, connected by a cafeteria to the newer building which houses the junior high and high school.

All teachers and the parents of all children enrolled in the district were asked to respond to a questionnaire titled "Scales of Attitudes Toward the Mentally Retarded." This scale was devised by Dr. Edward Meyen¹ for use in a similar study which he conducted as part of a larger study of mental retardation by the State Department of Public Instruction in Dallas County, Iowa, in 1964. Dr. Meyen was employed by the State Department as Consultant on Mental

¹Edward L. Meyen, "A Study of Attitudes and Understandings of Lay Persons and Regular Classroom Teachers Toward the Mentally Retarded" (Des Moines, Iowa: Iowa State Department of Public Instruction, 1964) (Mimeographed).

Retardation. A copy of the original study and permission to use the attitude scale were obtained.

Dr. Meyen originally constructed a scale of forty items which were statements about the mentally retarded and about special classes. This was submitted to a jury of experienced special education personnel, and thirty items were selected for final use. The first sixteen statements related to attitudes and knowledge about mental retardation in general. The last fourteen items related to educational programs for mentally retarded children.

The subjects were asked to respond to the statements by indicating their reaction to them. Five possible choices were presented; strongly agree, agree, undecided, disagree, and strongly disagree. All subjects were instructed that there were no "right" or "wrong" answers. Although the response to individual items was of major concern, a value was placed on responses to each item. On some items, a response of strongly agree was given four points, agree three points, disagree two points, and strongly disagree one point. On other items, strongly agree might indicate a negative position and receive a value of one point, while strongly disagree would be the positive position and be valued at four points. This device enabled the researcher to place all scores on a continuum of attitude scores, with thirty points representing the most negative possible score and one hundred twenty the most positive possible.

The mean scores of the sample groups and various intra-sample groups were computed for purposes of comparison. A personal data sheet was attached to each questionnaire. Different data was requested from the teacher group than from the parent group. It was possible to isolate specific groups, compute mean scores for respondents in any grouping, and compare the mean scores.

The teacher group were asked to check the following:

1. Sex: Male_____ Female_____
2. Level you teach: Elementary____ Jr. High____
Senior High_____
3. Years of experience: 0-5____ 6-12____ 13-20____
Over 20_____
4. Level of education: 90-120 hrs.____ B.A.____
M.A._____
5. Have you had a college course in teaching the
mentally retarded? Yes____ No____

The parent group were asked to respond to the following:

1. Last year of school attended: 8th grade____
10th grade____ High school grad.____ College____
Grad._____
2. Occupation: Farming____ Skilled Labor____
Business____ Profession____
3. Have you ever known a retarded child personally?
Yes____ No_____

4. Have your children attended school in a district which provided special education classes for retarded children? Yes____ No____

The questionnaire was distributed to thirty faculty members at a meeting in early September. Twenty-six were returned. Several attempts were made to obtain the other four but they had either been mislaid or "forgotten." No attempt was made to obtain duplicate copies.

Although there were 512 children enrolled in the two schools in the 1969-70 school year, they represent about 140 families. Copies of the questionnaire and personal data sheet with a letter of explanation were distributed to the oldest child in each family at each of the two buildings. Of the sixty-five copies distributed to the children at the St. Marys building, fifty were returned completed. One was returned not completed with the comment "you wouldn't do it when we needed it, don't bother us now." Of one hundred twenty-five copies distributed to the children at the Martensdale buildings, only forty-three were returned.

The returns from the faculty were 86 percent, from parents of children in the elementary building at St. Marys 78 percent and from parents of children in the elementary and secondary buildings at Martensdale 34 percent. Of the 140 families with children in school, 67 percent returned the questionnaire.

A partial explanation of the poor return from the Martensdale buildings is that many families have children in attendance at junior or senior high school there and in elementary school at St. Marys, so there was some duplication in distribution. Also, secondary teachers reported a very low rate of return from their students, which they felt was a characteristic of high school students.

The school administration felt that an explanation might lie in the differing attitudes of the two communities toward the school. The town of St. Marys is small, only 150 population, but it is the center of a genuine community. Most of the families have lived there and in the surrounding rural area for generations. The numerous children of the original settlers have intermarried until nearly everyone is related in some degree to everyone else. Until 1966 the town was reached only over five miles of gravel road from the nearest highway. The people's lives had revolved around the activities of the local Catholic church and the school until school reorganization was forced upon them in 1961. They still take a very active interest in the school, turning out nearly 100 percent for activities and programs and even maintain an active P.T.A. which is attended by 50 percent of the school families regularly.

Martensdale is slightly larger, a little over 300 by the 1960 census. However, the community spirit so evident in St. Marys is lacking. As it is located at the junction of

two highways, much of the population work in Des Moines or Indianola. The town is served by three town churches and two rural ones and they are competitive in spirit rather than being cooperative. The rural area, particularly to the north, is inhabited by many families who stay only a year or two before moving on. While a small core of townspeople are active in the Band Mothers and Athletic Boosters with people from St. Marys, there is no elementary P.T.A. The school activities are poorly attended. The people whose children attend elementary school there have a much lower rate of attendance even at parent-teacher conferences than those of St. Marys.

Table 1, below, presents the information obtained from the personal data sheet filled out by the twenty-six members of the faculty who returned their questionnaires. In addition to a total score for the entire instrument, part scores are given for part A and part B. A score between 48 and 64 on part A would indicate a high degree of knowledge about mental retardation. A score between 42 and 56 on part B would indicate a very favorable attitude toward special education classes.

The data are widely distributed throughout the table. With scores ranked from highest total score to lowest, one would expect any clear patterns to be easily visible.

Some conclusions can be drawn from observation of the data in table 1. The midpoint of the continuum would be 60. Since all persons totaled well above that it could be

concluded that as a group teachers are favorable toward both the mentally retarded and special educational provision for them.

Table 1
Responses of Teachers

| Scores | Sex | Level Taught | Experience | Education | Course in Teaching Retarded? | |
|--------|-----|--------------|------------|-----------|------------------------------|-----|
| 54-53 | 107 | F | elem | 20+ | 90 hrs. | yes |
| 50-54 | 104 | F | sr. hi | 13-20 | B.A. | no |
| 54-50 | 104 | F | elem | 13-20 | 90 hrs. | no |
| 57-46 | 103 | F | elem | 0-5 | B.A. | no |
| 51-51 | 102 | F | elem | 20+ | B.A. | no |
| 52-49 | 101 | F | sr. hi | 6-12 | M.A. | no |
| 49-50 | 99 | F | sr. hi | 6-12 | B.A. | yes |
| 46-50 | 96 | F | elem | 13-20 | B.A. | yes |
| 51-45 | 96 | F | jr.,sr.hi | 6-12 | B.A. | no |
| 50-45 | 95 | F | elem | 13-20 | 90 hrs. | no |
| 48-47 | 95 | F | elem | 20+ | B.A. | yes |
| 56-39 | 95 | M | all levels | 0-5 | M.A. | no |
| 53-41 | 94 | F | elem | 6-12 | 90 hrs. | no |
| 48-45 | 93 | F | elem | 20+ | 90 hrs. | yes |
| 44-47 | 91 | M | jr.,sr.hi | 6-12 | M.A. | no |
| 41-49 | 90 | M | sr. hi | 0-5 | B.A. | yes |
| 47-40 | 87 | M | sr. hi | 0-5 | B.A. | no |
| 40-44 | 84 | M | sr. hi | 0-5 | B.A. | yes |
| 50-34 | 84 | M | jr. hi | 6-12 | B.A. | no |
| 40-43 | 83 | M | sr. hi | 20+ | B.A. | yes |
| 40-42 | 82 | F | elem | 20+ | 90 hrs. | no |
| 34-46 | 80 | M | jr.,sr.hi | 6-12 | B.A. | no |
| 41-38 | 79 | F | elem | 20+ | 90 hrs. | yes |
| 33-45 | 78 | F | elem | 20+ | 90 hrs. | no |
| 35-40 | 75 | M | all levels | 0-5 | B.A. | no |
| 38-35 | 73 | M | elem | 13-20 | B.A. | yes |

It is interesting then to note a few things about separate scores on Part A and Part B of the questionnaire. The questions in Part A were designed to determine attitudes

toward and knowledge about the mentally retarded in general. Part B was concerned specifically with educational programs for retarded children. On Part A, a score of 64 would be the highest possible, 16 the lowest, and 32 the midpoint. On Part B, the highest possible score was 56, the lowest 14 and the midpoint 28. On Part A, a response between 48 and 64 would be considered very favorable. On Part B, a response between 42 and 56 would be considered very favorable.

All scores were above the midpoint on both sections, confirming observation of total scores that teachers as a whole have positive attitudes toward both the retarded and educational programs for them. Four teachers indicated little enthusiasm for special classes by obtaining scores on part B between 39 and 34 but these are still on the favorable side. No elements of consistency are discernible between them.

On part A, four persons, only one of whom also scored lower on part B, received scores below 39. None moved over to the negative side, although one, at 33, was very close. Three of these cases were men, and only one had taken a course on the mentally retarded. No other similarities could be identified.

The data in table 1 are distributed randomly throughout the table. No consistent pattern occurs either in the higher scores or in the lower, except that no men are among those on the highest half of the continuum. The only women

in the lowest half of it are female elementary teachers with over 20 years of experience, only 90 hours of education, and who have not taken a course in teaching the mentally retarded. Since the data revealed by the table are not immediately apparent, the mean scores of various groups were computed and are presented in table 2.

Table 2
Mean Scores of Teacher Groups

| Group | Number | Range | Mean Score |
|---|--------|--------|------------|
| All women teachers | 16 | 106-96 | 95.4 |
| All men teachers | 10 | 95-93 | 84.2 |
| Those with 13-20 years experience | 5 | 104-73 | 94.4 |
| Those with 6-12 years experience | 7 | 101-80 | 92.1 |
| Those with over 20 years experience | 8 | 106-78 | 89.7 |
| Those with 0-5 years experience | 6 | 103-75 | 89.0 |
| Those with M.A. degree | 3 | 101-91 | 95.6 |
| Those with 90 hrs. of education | 8 | 106-78 | 91.2 |
| Those with B.A. degree | 15 | 103-75 | 90.0 |
| Those who have not taken a course in teaching the mentally retarded | 16 | 104-75 | 91.9 |
| Those who have taken a course in teaching the mentally retarded | 10 | 106-37 | 89.8 |
| All elementary teachers | 13 | 106-73 | 92.3 |
| All senior high teachers | 7 | 104-84 | 92.5 |
| All who teach both junior and senior high, or all levels | 6 | 96-75 | 86.8 |

The greatest difference in this table is revealed between men and women teachers. All women teachers received the highest score of any group, and all men teachers the lowest score of any group. An assumption might be made that

women's nature inclines them to sympathy for any of the unfortunate while men tend to regard any weakness as undesirable. This assumption was not tested in this study but further investigation of the matter would be interesting.

The numbers in this sample are so small that individual idiosyncrasies probably operated. One individual could skew the mean score of an entire group. No attempt will be made to do other than report the data on so small a sample.

Data from the parent group is listed in tables 3 and 4 on the following pages. The two communities differ in many respects and it might be suspected that differences would be found in the responses to the questionnaire because of that. However, several factors operated to negate such differences. A few children who live in Martensdale but attend elementary classes in St. Marys do not have older brothers or sisters, and therefore returned their questionnaires to the St. Marys building. No attempt was made to separate them from those whose parents live in the St. Mary's community. Some junior high school and high school students live in the St. Mary's community but attend school at Martensdale and do not have younger brothers or sisters. Their questionnaires would, if they were returned, have been turned in at the Martensdale school.

In spite of these factors, the school administration felt there was some benefit in tabulating the responses

Table 3

Responses of Martensdale Parent Group

| Scores | Education | Occupation | Question 3* | Question 4** |
|--------|-----------|----------------|--------------|--------------|
| 58-53 | 111 | 10th grade | farming | yes |
| 57-50 | 107 | high school | farming | yes |
| 51-53 | 104 | high school | labor | yes |
| 58-44 | 102 | high school | labor | yes |
| 50-50 | 100 | college | professional | yes |
| 51-48 | 99 | high school | business | yes |
| 52-47 | 99 | high school | farming | no |
| 54-43 | 97 | high school | labor | yes |
| 53-44 | 97 | 10th grade | labor | yes |
| 44-52 | 96 | high school | farming | yes |
| 50-46 | 96 | high school | farming | yes |
| 53-43 | 96 | high school | farming | no |
| 47-47 | 94 | high school | business | yes |
| 55-39 | 94 | college | labor | yes |
| 50-43 | 93 | high school | labor | yes |
| 46-45 | 91 | college (2 yr) | farming | no |
| 52-39 | 91 | 8th grade | labor | no |
| 43-48 | 91 | high school | labor | yes |
| 51-39 | 90 | high school | farming | no |
| 53-36 | 89 | high school | labor | yes |
| 45-42 | 87 | high school | labor | yes |
| 47-39 | 86 | high school | labor | no |
| 44-42 | 86 | high school | labor | yes |
| 46-39 | 85 | high school | labor | yes |
| 49-36 | 85 | high school | farming | yes |
| 49-35 | 84 | high school | business | yes |
| 48-36 | 84 | college(2yr) | farming | yes |
| 46-37 | 83 | high school | labor | no |
| 40-42 | 82 | college(3yr) | professional | yes |
| 44-38 | 82 | high school | business | no |
| 43-38 | 81 | high school | farming | yes |
| 40-41 | 81 | high school | farming | yes |
| 46-34 | 80 | college | professional | yes |
| 33-47 | 80 | high school | farming | yes |
| 35-44 | 79 | high school | labor | yes |
| 37-41 | 78 | high school | business | no |
| 38-39 | 77 | 8th grade | business | yes |
| 41-35 | 76 | high school | farming | yes |
| 41-33 | 74 | college(2yr) | labor | yes |
| 35-39 | 74 | high school | labor | no |
| 38-33 | 71 | high school | business | yes |
| 37-33 | 70 | 10th grade | labor | yes |
| 32-32 | 64 | 8th grade | farming | yes |

*Have you ever known a retarded child personally?

**Have your children attended school in a district which provided special education classes for retarded children?

Table 4
Responses of St. Marys Parent Group

| Scores | Education | Occupation | Question 3* | Question 4** | |
|--------|-----------|--------------|----------------|--------------|-----|
| 54-56 | 110 | college | professional | yes | no |
| 63-46 | 109 | high school | labor | yes | no |
| 56-50 | 106 | 10th grade | business | no | no |
| 52-53 | 105 | high school | business | yes | no |
| 53-51 | 104 | high school | business | yes | no |
| 57-47 | 104 | high school | labor | yes | no |
| 56-46 | 102 | high school | labor | yes | no |
| 53-49 | 102 | high school | business | yes | no |
| 62-40 | 102 | high school | farming | no | no |
| 50-51 | 101 | high school | labor | yes | no |
| 51-48 | 99 | college | labor | no | no |
| 49-50 | 99 | high school | labor | yes | no |
| 50-47 | 97 | high school | business | yes | no |
| 51-45 | 96 | high school | labor | yes | no |
| 42-52 | 94 | high school | labor | yes | no |
| 53-40 | 93 | high school | farming | yes | no |
| 50-43 | 93 | high school | labor | yes | no |
| 48-44 | 92 | high school | labor | yes | no |
| 50-42 | 92 | college | professional | yes | no |
| 45-47 | 92 | high school | labor | yes | no |
| 47-45 | 92 | high school | labor | yes | no |
| 48-43 | 91 | high school | business | yes | no |
| 41-49 | 90 | high school | labor | yes | no |
| 47-40 | 87 | high school | business, farm | no | no |
| 51-39 | 90 | 8th grade | farming | yes | no |
| 51-39 | 90 | high school | labor | yes | no |
| 43-46 | 89 | high school | labor | yes | no |
| 43-44 | 87 | high school | farming | yes | no |
| 47-38 | 85 | high school | business | yes | no |
| 41-43 | 84 | high school | labor | no | no |
| 46-38 | 84 | 10th grade | labor | yes | no |
| 42-42 | 84 | college(lyr) | business | no | no |
| 43-40 | 83 | college(bus) | labor | yes | no |
| 45-38 | 83 | high school | farming | no | no |
| 43-39 | 82 | high school | labor | yes | yes |
| 43-39 | 82 | high school | business | yes | no |
| 36-45 | 81 | high school | farming | yes | no |
| 41-39 | 80 | high school | business | yes | no |
| 36-44 | 80 | high school | labor | yes | no |
| 47-32 | 79 | high school | farming | no | no |
| 39-39 | 78 | high school | farming | no | no |
| 30-47 | 77 | 10th grade | labor | yes | no |

Table 4 (continued)

| Scores | | Education | Occupation | Question 3* | Question 4** |
|--------|----|-------------|------------|-------------|--------------|
| 35-42 | 77 | high school | labor | yes | yes |
| 41-35 | 76 | high school | business | no | no |
| 39-36 | 75 | high school | farming | yes | no |
| 46-28 | 74 | 10th grade | labor | yes | yes |
| 30-43 | 73 | high school | farming | no | no |
| 43-24 | 67 | high school | farming | yes | no |
| 24-36 | 60 | high school | farming | yes | yes |
| 18-32 | 50 | 10th grade | labor | yes | no |

*Have you ever known a retarded child personally?

**Have your children attended school in a district which provided special education classes for retarded children?

separately. The fact that only 34 percent of the questionnaires distributed at Martensdale were returned seemed to indicate that only those persons with a particular interest in the problem took time to respond. Had this been true, the responses from the Martensdale group would tend to be higher on the attitude continuum, or more toward the positive side. Examination of tables 3 and 4 reveals that this was not the case. The responses of the two communities were remarkably similar in all respects.

The mean score of all returns from the Martensdale school was 87.5. The mean score of all returns from the St. Marys school was 88.0. This shows very little difference. The mean scores for part A were 46 for Martensdale and 44.6 for St. Marys. The mean scores for part B were 41.4 for Martensdale and 42.5 for St. Marys. These indicate both

communities are somewhat in need of information about the mentally retarded but regard the establishment of special classes with favor.

No clear patterns are discernible from examination of the data presented in tables 3 and 4. No single group stands clearly at the bottom or the top of the scale. Interestingly, most of those who answered yes to the question, "Have your children attended school in a district which provided special education classes for retarded children?" seem to be in the lower half of the range.

There were some differences in the mean scores of certain total groups within the total parent group as shown in table 5. It was to be expected, in view of previous studies on the subject, that those with more education and those with more experience with retarded children would be of more favorable attitude. This was true insofar as those with college education obtained higher scores than those who did not finish high school. The mean score of those who have known a retarded child was only 1.5 points higher than that of those who have not.

One individual stands out, as only one score of 111 was recorded. That individual is identified as a farmer, who did not finish high school, who has known a retarded child personally and whose children have attended a school where special education classes were provided. The lowest score, 50, was obtained by a laborer who also did not finish

high school and who has personally known a retarded child, but whose children have not attended a school where special education classes were provided.

Table 5
Mean Scores of Various Total Parent Groups

| Group | Number | Range | Mean Score |
|---|--------|--------|------------|
| Professional persons | 5 | 110-80 | 90.8 |
| Persons with some college educ. | 12 | 110-74 | 89.4 |
| Businessmen | 19 | 106-71 | 88.6 |
| Persons whose children have not attended school where special education classes were provided | 80 | 110-50 | 88.6 |
| Persons with high school ed. | 68 | 109-60 | 88.4 |
| Laborers | 42 | 109-50 | 88.4 |
| Persons who have known a retarded child personally | 69 | 111-50 | 88.1 |
| Persons who have not known a retarded child personally | 24 | 106-73 | 86.6 |
| Farmers | 29 | 111-60 | 85.1 |
| Persons whose children have attended school where special education classes were provided | 13 | 111-60 | 82.7 |
| Persons who stopped formal education at the 8th or 10th grade | 12 | 111-50 | 82.5 |

Tests for significance were not used because of the small numbers of the groups involved. Individual differences between persons undoubtedly operated. This is illustrated

in table 6 by the differences between various groups in the two communities. Groups containing a smaller number of members tend to differ more widely on mean scores. The two communities being in agreement on most items, this can only be attributed to the operation of individualities.

Table 6
Comparison of Mean Scores,
Martensdale vs. St. Marys

| Group | Number | Range | Mean Score |
|--|--------|--------|------------|
| 8th or 10th grade education, S.M. | 6 | 106-50 | 80.0 |
| 8th or 10th grade education, Mart. | 6 | 111-64 | 85.0 |
| High school education, S.M. | 39 | 109-60 | 88.5 |
| High school education, Mart. | 30 | 107-71 | 88.3 |
| Some college education, S.M. | 5 | 110-83 | 93.8 |
| Some college education, Mart. | 7 | 100-74 | 86.4 |
| Farmers, S.M. | 13 | 102-60 | 81.0 |
| Farmers, Mart. | 16 | 111-64 | 88.5 |
| Laborers, S.M. | 24 | 109-50 | 88.8 |
| Laborers, Mart. | 18 | 104-70 | 87.9 |
| Businessmen, S.M. | 12 | 106-76 | 91.6 |
| Businessmen, Mart. | 7 | 99-71 | 83.6 |
| Professional men, S.M. | 2 | 110-92 | 101.0 |
| Professional men, Mart. | 3 | 100-80 | 87.0 |
| Have known a ret. child, S.M. | 39 | 110-50 | 88.4 |
| Have known a ret. child, Mart. | 33 | 111-64 | 87.7 |
| Have not known a ret. child, S.M. | 11 | 106-73 | 86.4 |
| Have not known a ret. child, Mart. | 10 | 99-74 | 87.0 |
| Children have attended school with, S.M. | 4 | 82-60 | 73.0 |
| Children have attended school with, Mart | 8 | 111-77 | 87.5 |

It might be assumed that teachers, particularly in a district where they often have them in their classes, would have more knowledge about retarded children and have more favorable attitudes toward them. The data presented in table 7 indicate that this is true only to a limited extent. While the mean score of the teacher group is higher on both the total score and the two part scores, the difference is only about three points.

Table 7
Comparison of Mean Scores of Parents and Teachers

| Group | Number | Range | Mean Score |
|-----------------------|--------|--------|------------|
| Teachers, total score | 26 | 106-73 | 91.1 |
| Parents, total score | 93 | 111-50 | 87.6 |
| Teachers, part A | 26 | 57-34 | 46.2 |
| Parents, part A | 93 | 63-18 | 45.2 |
| Teachers, part B | 26 | 54-34 | 44.9 |
| Parents, part B | 93 | 56-24 | 42.0 |

The hypothesis that more education promotes a more knowledgeable and favorable attitude is supported by these figures on mean scores. However, the differences are slight and examination of tables 3 and 4 will reveal that not all college educated persons scored higher than all with less education.

An item analysis was performed on all questionnaires. Three groups are presented here. The difference was so

large between men and women teachers this was done to discover which items were discriminating. The analysis between the two parent groups, those at St. Marys and those at Martensdale is included. The results of item analysis between all teachers and all parents is also included. All data is presented in tables 8 through 38 on the following pages.

Table 8

Responses of All Subjects to Item 1, "A Retarded Child Can Be Born to Any Parent."

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|--------------------|----------------|-------|-----------|----------|-------------------|
| Men teachers | 70% | 30% | | | |
| Women teachers | 69 | 31 | | | |
| St. Marys parent | 68 | 30 | | 2% | |
| Martensdale parent | 69 | 27 | 2% | | |
| All parents | 68 | 28 | 1 | 1 | |
| All teachers | 68 | 30 | | | |

All groups agreed strongly or agreed with this item with the exception of isolated individuals.

Table 9

Responses of All Subjects to Item 2, "All Children
Have a Right to a Public Education."

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|-------------------|-------|-----------|----------|----------------------|
| Men teachers | 40% | 20% | 10% | 10% | 20% |
| Women teachers | 69 | 25 | | 6 | |
| St. Marys | 58 | 32 | 8 | | |
| Martensdale | 62 | 37 | | | |
| All parents | 59 | 34 | 4 | | |
| All teachers | 57 | 26 | 4 | 8 | 8 |

Most of the subjects in all groups agreed or agreed strongly with this item. Men teachers were the only ones who disagreed strongly and teachers as a group were the only ones to disagree. Only four percent of the teachers and four percent of the parents were undecided. It is possible that teacher's broader knowledge of disabling conditions caused them to hesitate because of the inclusion of the word all.

Table 10

Responses of All Subjects to Item 3, "A Lay Person
Generally Feels Rather Uncomfortable in the
Presence of a Mentally Retarded Child."

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|-------------------|-------|-----------|----------|----------------------|
| Men teachers | 40% | 30% | 20% | 10% | |
| Women teachers | 6 | 75 | 12 | 6 | |
| St. Marys | 18 | 44 | 18 | 18 | |
| Martensdale | 2 | 62 | 14 | 16 | 5% |
| All parents | 10 | 52 | 16 | 17 | 2 |
| All teachers | 19 | 57 | 15 | 8 | |

There was some indecision on item three. Many more parents than teachers disagreed with the item, nineteen percent of parents disagreeing while only eight percent of teachers disagreed. However, the majority of all groups agreed with the exception of men teachers, a majority of whom agreed strongly.

Table 11

Responses of All Subjects to Item 4, "Mental Retardation and Mental Illness are Often Confused by the General Public."

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|----------------|-------|-----------|----------|-------------------|
| Men teachers | 30% | 60% | | 10% | |
| Women teachers | 44 | 50 | | 6 | |
| St. Marys | 26 | 50 | 8% | 16 | |
| Martensdale | 18 | 67 | 7 | 7 | |
| All parents | 22 | 57 | 7 | 11 | |
| All teachers | 38 | 53 | | 8 | |

A majority of all groups agreed with item 4 and many strongly agreed. Only a few parents were undecided, eleven percent of parents and eight percent of teachers disagreed.

Table 12

Responses of All Subjects to Item 5, "Mentally Retarded Children are Usually Unattractive Children."

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|----------------|-------|-----------|----------|-------------------|
| Men teachers | | 30% | 10% | 30% | 30% |
| Women teachers | 6% | 19 | 6 | 37 | 31 |
| St. Marys | 6 | 8 | 14 | 54 | 20 |
| Martensdale | 2 | 18 | 7 | 57 | 14 |
| All parents | 4 | 12 | 10 | 55 | 16 |
| All teachers | 4 | 23 | 8 | 34 | 30 |

The majority of respondents disagreed with item five and thirty per cent of teachers disagreed strongly. However, more teachers than parents agreed with the statement. More parents at Martensdale agreed with it while more parents at St. Marys were undecided.

Table 13

Responses of All Subjects to Item 6, "I Would Prefer That My Own Children Did Not Play With Any Child Who is Mentally Retarded."

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|----------------|-------|-----------|----------|-------------------|
| Men teachers | | 10% | 40% | 30% | 20% |
| Women teachers | | | 12 | 69 | 19 |
| St. Marys | 4% | 2 | 16 | 52 | 26 |
| Martensdale | 5 | 5 | 16 | 39 | 34 |
| All parents | 4 | 3 | 15 | 46 | 29 |
| All teachers | | 4 | 27 | 53 | 19 |

Men teachers were the most undecided group on item 6. Fifty percent of men teachers either agreed with the statement or were undecided. Over seventy percent of women teachers and all parents disagreed or strongly disagreed with the statement. Only isolated individuals from any group were in agreement with it.

Table 14

Responses of All Subjects to Item 7, "Average Ability Children Should Not Associate With Mentally Retarded Children at School."

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|----------------|-------|-----------|----------|-------------------|
| Men teachers | 10% | 10% | 10% | 40% | 30% |
| Women teachers | | | 6 | 69 | 25 |
| St. Marys | 4 | 4 | 4 | 58 | 28 |
| Martensdale | 9 | 9 | 7 | 51 | 25 |
| All parents | 6 | 6 | 5 | 54 | 26 |
| All teachers | 4 | 4 | 8 | 57 | 26 |

A few individuals agreed strongly or agreed with item 7. Fewer still were undecided on this item. Over seventy-five percent of all groups disagreed or strongly disagreed.

Table 15

Responses of All Subjects to Item 8, "If a Parent
Has a Retarded Child, He Should Not Allow
His Child to Play with Normal Children."

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|-------------------|-------|-----------|----------|----------------------|
| Men teachers | 10% | | 20% | 40% | 30% |
| Women teachers | | 6% | 6 | 50 | 37 |
| St. Marys | 6 | | 2 | 58 | 32 |
| Martensdale | 11 | 2 | 2 | 46 | 37 |
| All parents | 8 | 1 | 2 | 52 | 35 |
| All teachers | 4 | 4 | 8 | 46 | 34 |

Men teachers were the only group to be undecided on item 8. All other disagreed or strongly disagreed except isolated individuals.

Table 16

Responses of All Subjects to Item 9, "All Children
Should Associate with Handicapped Children
Either at Play or at School."

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|-------------------|-------|-----------|----------|----------------------|
| Men teachers | 40% | 40% | 20% | | |
| Women teachers | 31 | 37 | 19 | 12% | |
| St. Marys | 22 | 44 | 22 | 6 | 8% |
| Martensdale | 34 | 41 | 9 | 14 | |
| All parents | 25 | 44 | 15 | 9 | 4 |
| All teachers | 34 | 38 | 19 | 9 | |

There was some disagreement on item 9 among all groups except men teachers, but few strongly disagreed. All groups except the Martensdale parents had more undecided responses than disagree responses. Agree responses were given more often by all groups than strongly agree responses.

Table 17

Responses of All Subjects to Item 10, "Parents Should Not Feel That Their Normal Child will be 'Hurt' if He Plays With a Retarded Child."

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|----------------|-------|-----------|----------|-------------------|
| Men teachers | 40% | 50% | 10% | | |
| Women teachers | 19 | 56 | 12 | 12% | |
| St. Marys | 40 | 44 | 6 | 4 | |
| Martensdale | 30 | 55 | 2 | 9 | 2% |
| All parents | 35 | 52 | 4 | 6 | 1 |
| All teachers | 26 | 49 | 11 | 8 | |

All parents except isolated individuals agreed or strongly agreed on item 10. Teachers, however, showed some indecisiveness. Twelve percent of women teachers were undecided and twelve percent of women teachers disagreed.

Table 18

Responses of All Subjects to Item 11, "A Retarded Youth
Should Not Expect to Participate in the Typical
Teenage Activities of the Community."

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|-------------------|-------|-----------|----------|----------------------|
| Men teachers | | 40% | 30% | 10% | 20% |
| Women teachers | | 6 | 31 | 62 | |
| St. Marys | 4% | 10 | 32 | 46 | 8 |
| Martensdale | 5 | 9 | 16 | 55 | 14 |
| All parents | 4 | 9 | 24 | 50 | 10 |
| All teachers | | 19 | 30 | 42 | 8 |

Item 11 was one of the most controversial in the study. Teachers were even more divided on the issue than parents. St. Marys parents were more undecided than those at Martensdale. More men teachers agreed with the item than any other group. Forty percent of men teachers agreed and thirty percent of men teachers were undecided.

Table 19

Responses of All Subjects to Item 12, "A Mentally
Retarded Adult Living in My Neighborhood Would
Tend to Lower the Value of My Property."

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|-------------------|-------------------|-------|-----------|----------|----------------------|
| Men teachers | 10% | 10% | 10% | 30% | 40% |
| Women teachers | | 6 | 18 | 56 | 19 |
| St. Marys parents | 4 | 2 | 6 | 56 | 32 |
| Martensdale | 7 | | 11 | 55 | 25 |
| All parents | 5 | 1 | 8 | 55 | 28 |
| All teachers | 4 | 8 | 15 | 45 | 26 |

More teachers than parents were undecided on item 12 and twenty percent of men teachers agreed with the item. However the largest majority of all groups disagreed or strongly disagreed.

Table 20

Responses of All Subjects to Item 13, "Most Mentally Retarded Children Can Become Self-Supporting Citizens."

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|-------------------|-------|-----------|----------|----------------------|
| Men teachers | 30% | 20% | 50% | | |
| Women teachers | | 69 | 12 | 18% | |
| St. Marys | 20 | 26 | 38 | 20 | |
| Martensdale | 14 | 44 | 23 | 16 | 2% |
| All parents | 16 | 34 | 28 | 18 | 1 |
| All teachers | 11 | 49 | 26 | 11 | |

Item 13 was the item on which there was the most controversy in the entire questionnaire. Women teachers as a group tended to agree with the statement, although twelve percent of them were undecided. Fifty percent of the men teachers were undecided but none disagreed. Parents disagreed more than the teachers did. The widest range of opinion was shown by the parent group at St. Marys. Twenty-eight percent of all parents were undecided.

Table 21

Responses of All Subjects to Item 14, "I Would Resent
My Child Having to Attend a Regular Class
With a Retarded Child."

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|--------------------------|-------------------|-------|-----------|----------|----------------------|
| Men teachers | 10% | | 10% | 50% | 30% |
| Women teachers | 12 | | 18 | 56 | 12 |
| St. Marys Martensdale | 5 | 7% | 16 14 | 68 48 | 14 25 |
| All parents | 2 | 3 | 14 | 58 | 19 |
| All teachers | 11 | | 15 | 53 | 19 |

Most parents disagreed or strongly disagreed with item 14. Eleven percent of all teachers strongly agreed with the statement. There was a sizable margin of undecided responses in both groups.

Table 22

Responses of All Subjects to Item 15, "There is a
Real Need for the General Public to Learn
More About Mental Retardation."

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|--------------------------|-------------------|----------|-----------|----------|----------------------|
| Men teachers | 60% | 40% | | | |
| Women teachers | 94 | 6 | | | |
| St. Marys Martensdale | 56 55 | 32 39 | 6% 2 | 2% 2 | 4% |
| All parents | 55 | 35 | 4 | 2 | 2 |
| All teachers | 79 | 19 | | | |

Teachers overwhelmingly agreed with item 15. Ninety-four percent of women teachers agreed strongly. Parents in both groups also agreed or agreed strongly in ninety percent of the cases.

Table 23

Responses of All Subjects to Item 16, "In Our Society It Is As Important to Make Use of the Abilities of the Mentally Retarded As It Is the Physically Handicapped."

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|----------------|-------|-----------|----------|-------------------|
| Men teachers | 60% | 20% | 20% | | |
| Women teachers | 81 | 18 | | | |
| St. Marys | 56 | 20 | 2 | | 2% |
| Martensdale | 34 | 60 | 2 | | |
| All parents | 46 | 51 | 1 | | 1 |
| All teachers | 72 | 19 | 8 | | |

There was very little disagreement with item 16. Most of the subjects responded strongly agree or agree. Twenty percent of the men teachers marked the undecided response. Only one isolated individual disagreed, and that individual disagreed strongly.

Table 24

Responses of All Subjects to Item 17, "In View of the Large Number of Mentally Retarded Children Enrolled in Regular Classes, All College Students Preparing to be Teachers Should be Required to Take at Least One Course in 'Educating Mentally Retarded Children'".

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|----------------|-------|-----------|----------|-------------------|
| Men teachers | 30% | 60% | 10% | | |
| Women teachers | 62 | 31 | | 6% | |
| St. Marys | 44 | 36 | 12 | 4 | 4% |
| Martensdale | 28 | 53 | 14 | 5 | |
| All parents | 36 | 44 | 12 | 4 | 2 |
| All teachers | 49 | 41 | 4 | | |

Although most respondents agreed or strongly agreed on item 17, twelve percent of parents were undecided, and isolated individuals in the parent group and group of women teachers disagreed.

Table 25

Responses of All Subjects to Item 18, "A Retarded Child is Usually Identified in Regular Classrooms Because of His Lack of Neatness."

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|----------------|-------|-----------|----------|-------------------|
| Men teachers | | | 30% | 50% | 20% |
| Women teachers | | 6% | 6 | 50 | 38 |
| St. Marys | | 2 | 18 | 46 | 34 |
| Martensdale | | 5 | 25 | 53 | 16 |
| All parents | | 3 | 21 | 49 | 25 |
| All teachers | | 4 | 15 | 49 | 30 |

There were a number of undecided responses on item 18. Twenty-one percent of the parents were undecided and fifteen percent of the teachers were undecided. All others agreed except a few isolated individuals either disagreed or strongly disagreed.

Table 26

Responses of All Subjects to Item 19, "A Regular Classroom Teacher Should be Able to Adequately Teach a Retarded Child Along with 25 to 30 Other Pupils."

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|----------------|-------|-----------|----------|-------------------|
| Men teachers | 10% | | | 40% | 50% |
| Women teachers | | | 6% | 12 | 81 |
| St. Marys | 4 | 4% | 10 | 46 | 36 |
| Martensdale | | 5 | 11 | 44 | 39 |
| All parents | 2 | 4 | 10 | 45 | 37 |
| All teachers | 4 | | 4 | 23 | 68 |

A few individuals either agreed or were undecided on item 19. The majority of all groups disagreed or disagreed strongly. Eighty-one percent of women teachers disagreed strongly, although men didn't express such strong feelings.

Table 27

Responses of All Subjects to Item 20, "A Separate Special Class Designed to Meet the Needs of Mentally Retarded Children Taught by a Trained Teacher is the Best Educational Program for These Children."

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|----------------|-------|-----------|----------|-------------------|
| Men teachers | 50% | 40% | 10% | | |
| Women teachers | 62 | 31 | | | 6% |
| St. Marys | 54 | 38 | 4 | | 2 |
| Martensdale | 46 | 39 | 11 | | 2 |
| All parents | 50 | 38 | 7 | | 2 |
| All teachers | 57 | 34 | 4 | | 2 |

There was general agreement among all respondents on item 20. All marked the strongly agree response more often than agree, and only a few individuals marked either undecided or strongly disagree.

Table 28

Responses of All Subjects to Item 21, "A Regular Classroom Teacher's Primary Obligation is to All of the Children in Her Class, Not Just to the Average or 'Gifted' Group."

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|----------------|-------|-----------|----------|-------------------|
| Men teachers | 60% | 40% | | | |
| Women teachers | 62 | 31 | 6% | | |
| St. Marys | 58 | 36 | 2 | | 2% |
| Martensdale | 44 | 51 | 2 | | |
| All parents | 54 | 43 | 2 | | 1 |
| All teachers | 61 | 34 | 4 | | |

While teachers tended to strongly agree more often, all respondents with the exception of a very few individuals marked the strongly agree or agree response on item 21.

Table 29

Responses of All Subjects to Item 22, "A Retarded Child Enrolled in a Regular Classroom has as Much Right to the Time and Effort of the Teacher as Does a Normal Child."

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|----------------|-------|-----------|----------|-------------------|
| Men teachers | 30% | 60% | 10% | | |
| Women teachers | 62 | 18 | 12 | 18% | |
| St. Marys | 32 | 52 | 10 | 2 | 2% |
| Martensdale | 25 | 60 | 7 | 2 | |
| All parents | 28 | 57 | 8 | 2 | 1 |
| All teachers | 42 | 34 | 11 | 11 | |

There was general agreement on item 22, with teachers marking strongly agree more often and parents marking agree more often. Eleven percent of teachers were undecided and eleven percent of teachers disagreed. Only three percent of parents disagreed and eight percent were undecided.

Table 30

Responses of All Subjects to Item 23, "Special Classes
For Mentally Retarded Children Should Have a
Smaller Enrollment Than Regular Classes."

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|-------------------|-------|-----------|----------|----------------------|
| Men teachers | 60% | 40% | | | |
| Women teachers | 94 | 6 | | | |
| St. Marys | 48 | 36 | 10% | 2% | 4% |
| Martensdale | 28 | 62 | 7 | 2 | |
| All parents | 38 | 48 | 8 | 2 | 2 |
| All teachers | 79 | 19 | | | |

All teachers agreed on item 23, seventy-nine percent of them agreeing strongly. A majority of parents also agreed with the statement, forty-eight percent of the St. Marys group and twenty-eight percent of the Martensdale group agreeing strongly. Eight percent of parents were undecided and only four percent disagreed at all.

Table 31

Responses of All Subjects to Item 24, "It is Unfair To
Assign Only 10 to 15 Pupils to Teachers of Special
Classes for Mentally Retarded Children When
Regular Classroom Teachers Are
Assigned 25 to 30 Pupils."

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|-------------------|-------|-----------|----------|----------------------|
| Men teachers | | | 10% | 70% | 20% |
| Women teachers | | | 6 | 25 | 69 |
| St. Marys | 2% | 2% | 2 | 60 | 34 |
| Martensdale | 2 | | 7 | 62 | 28 |
| All parents | 2 | 1 | 4 | 61 | 30 |
| All teachers | | | 8 | 42 | 49 |

All but a few subjects disagreed with item 24, with women teachers disagreeing strongly. All teachers disagreed strongly more often than all parents. A very few individuals agreed or were undecided.

Table 32

Responses of All Subjects to Item 25, "A Special Class for Mentally Retarded Children Provided by Local School Districts is a Better Program for Retarded Children Than Placement In a State Institution."

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|----------------|-------|-----------|----------|-------------------|
| Men teachers | 40% | 40% | 10% | | 10% |
| Women teachers | 69 | 31 | | | |
| St. Marys | 44 | 40 | 14 | | |
| Martensdale | 39 | 48 | 9 | | 2 |
| All parents | 41 | 44 | 11 | | 1 |
| All teachers | 57 | 34 | 4 | | 4 |

A few of the parents (eleven percent) were undecided on item 25 but more than eighty percent of all groups either agreed or strongly agreed. Women teachers agreed more strongly than any other group, and all teachers marked strongly agree more often than all parents.

Table 33

Responses of All Subjects to Item 26, "Special Classes for Mentally Retarded Children are too Expensive in Terms of the Value the Retarded Child Gains From Them."

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|----------------|-------|-----------|----------|-------------------|
| Men teachers | | 10% | | 50% | 40% |
| Women teachers | | | | 69 | 31 |
| St. Marys | 2% | | 18% | 50 | 30 |
| Martensdale | 5 | 7 | 5 | 53 | 30 |
| All parents | 3 | 3 | 11 | 51 | 29 |
| All teachers | | 4 | | 60 | 34 |

Most respondents disagreed with item 26, and a number of them disagreed strongly. However, eighteen percent of the parents at St. Marys were undecided, while only five percent of those at Martensdale were. Ten percent of men teachers agreed, all other teachers disagreed or strongly disagreed.

Table 34

Responses of All Subjects to Item 27, "I Would Not Want My Child Attending a School Where There is a Special Class for Retarded Children."

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|----------------|-------|-----------|----------|-------------------|
| Men teachers | | | | 50% | 50% |
| Women teachers | 6% | | | 18 | 75 |
| St. Marys | | 4% | 4% | 56 | 36 |
| Martensdale | 9 | 2 | | 48 | 39 |
| All parents | 4 | 3 | 2 | 52 | 37 |
| All teachers | 3 | | | 30 | 64 |

The majority of parents disagreed with item 27, thirty-seven percent of them disagreeing strongly. Seventy-five percent of women teachers and fifty percent of men teachers disagreed strongly, all the rest except one individual disagreed.

Table 35

Responses of All Subjects to Item 28, "Finances Spent on Special Classes for Mentally Retarded Children Is a Good Expenditure of Tax Money."

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|----------------|-------|-----------|----------|-------------------|
| Men teachers | 20% | 60% | 10% | 10% | |
| Women teachers | 62 | 37 | | | |
| St. Marys | 44 | 42 | 4 | 2 | 2% |
| Martensdale | 34 | 62 | | | 2 |
| All parents | 43 | 51 | 2 | 1 | 2 |
| All teachers | 45 | 45 | 4 | 4 | |

Except for a few individuals, all subjects either agreed or agreed strongly to item 28. Sixty-two percent of women teachers and twenty percent of men teachers agreed strongly, as did forty percent of St. Marys parents and thirty-four percent of Martensdale parents.

Table 36

Responses of All Subjects to Item 29, "Schools Should Make Every Effort to See That Retarded Children Living Within the Boundaries of the School District Receive an Appropriate Educational Program."

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|----------------|-------|-----------|----------|-------------------|
| Men teachers | 30% | 60% | | | |
| Women teachers | 75 | 25 | | | |
| St. Marys | 46 | 48 | 4% | 2% | |
| Martensdale | 41 | 55 | 2 | | |
| All parents | 44 | 51 | 3 | 1 | |
| All teachers | 60 | 38 | | | |

All respondents either agreed or agreed strongly with item 29.

Table 37

Responses of All Subjects to Item 30, "The Community in Which I Live Would Be Interested in Providing Special Classes for Mentally Retarded Children."

| Group | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|----------------|-------|-----------|----------|-------------------|
| Men teachers | | 40% | 40% | 10% | 10% |
| Women teachers | 6% | 44 | 31 | 12 | |
| St. Marys | 28 | 44 | 28 | | |
| Martensdale | 9 | 34 | 53 | | 2 |
| All parents | 11 | 39 | 39 | | 1 |
| All teachers | 8 | 41 | 34 | 11 | |

It was expected that item 30 would be controversial. This was not true among the parent group, as only one percent of all parents disagreed. However, thirty-nine percent of all parents were undecided. This was interesting in view of the fact that the mean score of all parents on the total instrument was in the range of highly favorable. Also, all parents seem to agree on previous statements relative to providing special classes for retarded children, with one or two exceptions in each instance.

Item thirty would have been a truer statement of this community had the copies for teachers been changed to read, "The community in which I teach . . ." rather than "The community in which I live . . .", as many of the teachers do not live in either town but drive in from Indianola or Des Moines.

Several persons commented that the degree of retardation would make a difference in their responses to the statements. This was purposely not identified. Persons who know about mental retardation know that the great majority of retarded children fit into the educable category, and it is this category of retarded children that the public schools provide classes for. (While some public schools do provide classes for trainable children, this is largely a function of the county system in Iowa.)

All of the items on which there was a wide range of opinion or on which a more than fifteen percent of respondents

marked undecided, with the exception of item 30, were about the characteristics of retarded children. There did not seem to be much indecision or disagreement with the idea that small, specially equipped classes are the best educational program for retarded children.

Chapter IV

SUMMARY AND CONCLUSIONS

The major objective of this study was to determine the knowledge about and attitudes toward the mentally retarded and special educational programs in the Martensdale-St. Marys Community School District. The school administration had the further purpose of determining which areas the public would need more information about before such a class was started. Another stated purpose was to prove the hypothesis that higher educational background fosters more favorable attitudes toward and greater knowledge about the mentally retarded.

A questionnaire called the "Scale of Attitudes Toward the Mentally Retarded" was distributed to the faculty at an early September meeting. The same questionnaire with a different personal data sheet and letter of explanation was distributed to the oldest child in each family at each of the district's two buildings. The rate of return of completed questionnaires was 86 percent from the faculty and 67 percent from the parents.

The results of the study suggest that the teachers and parents of children in this district express a positive attitude toward the mentally retarded and toward providing

special education classes for them. Teachers received slightly higher scores as a group than parents on the instrument. Men teachers as a group received lower scores than the total parent group. However, the differences were only two or three points on a scale of thirty to one hundred twenty points. None of the factors isolated by the personal data sheets clearly identified one group as very favorable or unfavorable. The numbers of subjects were so small that no statistical measures of significance were applied.

The hypothesis that higher educational background would tend to influence a numerical scores to the higher end of the scale was partially supported. Persons with some college education, including the group of teachers, did receive higher scores on the attitude scale than any other identifiable group. However, the numbers in this group were so small that no statistical treatment for significance was considered necessary.

An item analysis of the responses suggested that there were a few areas where both public and teachers were confused and undecided. Teachers in particular were undecided on the question "All children have a right to public education." The parents mostly agreed with that statement. Teachers may have had reservations due to the use of the word all in the statement.

Those statements which received the most undecided answers or a wide range of answers from strongly agree to

strongly disagree were concerned with the behavior and appearance of retarded children. Several persons commented that the degree of retardation would influence their reaction. This confusion seemed to indicate that the public did not completely understand the characteristics of the mildly retarded child who can benefit from the special education classes.

The item which received a high degree of undecided responses was, as expected, "The community in which I live would be interested in providing special classes for mentally retarded children." It was interesting to note that while the range of high scores indicated a positive attitude toward special classes, 28 percent of the parents and 34 percent of the teachers marked this item undecided.

The question of providing special education classes was certainly brought to public attention by this survey. Parents began asking teachers, school board members and each other whether it was a needed service the school should be providing.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

- Hutt, Max L. and Robert Gwyn Gibby. The Mentally Retarded Child. Boston: Allyn and Bacon, 1965.
- Keppel, Francis. The Necessary Revolution in American Education. New York: Harper and Row, 1966.
- Kerlinger, Fred N. Foundations of Behavioral Research. Chicago: Holt, Rinehart and Winston, 1964.
- Kirk, Samuel A. Educating Exceptional Children. Boston: Houghton Mifflin, 1962.
- Kirk, Samuel A., and G. O. Johnson. Educating the Retarded Child. Boston: Houghton Mifflin, 1951.
- Robinson, Halbert B., and Nancy M. Robinson. The Mentally Retarded Child--A Psychological Approach. New York: McGraw Hill Book Company, 1965.
- Saylor, J. Galen, and William M. Alexander. Curriculum Planning for Modern Schools. Chicago: Holt, Rinehart and Winston, 1966.

B. PERIODICALS

- Baldwin, Willie I. "The Social Position of the Educable Mentally Retarded Child in the Regular Grades in the Public Schools," Exceptional Children, XXV (1958), 106-108.
- Combs, Ronald, and Jerry Harper. "Effects of Labels on Attitudes of Educators Toward the Handicapped," Exceptional Children, February, 1967. pp. 397-403.
- Condell, James F. "Parental Attitudes Toward Mental Retardation," American Journal of Mental Deficiency, LXXI, 1 (July, 1966), 85-92.
- Dunn, Lloyd. "Special Education for the Mildly Retarded--Is Much of it Justifiable?" Exceptional Children, XXXIII (September, 1968), 98-102.

- Feinberg, James. "Social Desirability and Attitudes Toward the Disabled," Personnel and Guidance Journal, December, 1967. pp. 38-42.
- Fine, Marvin J. "Attitudes of Regular and Special Class Teachers Towards Educable Mentally Retarded Children," Exceptional Children, XXXII (February, 1967), 46-50.
- Gorelick, Milly C., and Malathi Sandhu. "Parent Perception of Retarded Child's Intelligence," Personnel and Guidance Journal, December, 1967. pp. 382-84.
- Heater, William H. "Attitudes of Michigan Clergymen Toward the Mentally Retarded," Dissertation Abstracts, XXVIII, 12A (1968), 4874.
- Iano, Richard P. "Evaluation and Estimates of Educable Mentally Retarded by Parents in Different Social Classes," Dissertation Abstracts, XXIX, 4A (1968), 1043.
- Irvin, I. B. "Assistance Under ESEA Title VI-A Amendment to PL 89-10," Exceptional Children, XXXIV (March, 1968), 565-68.
- Jaffee, Jacob. "Attitudes of Adolescents Toward the Mentally Retarded," American Journal of Mental Deficiency, LXX, 6 (May, 1966), 907-912.
- Jaffee, Jacob. "What's In a Name," Personnel and Guidance Journal, February, 1967. p. 557.
- Johnson, G. O. "A Study of the Social Position of Mentally Handicapped Children in the Regular Grades," American Journal of Mental Deficiency, LV (July, 1950), 60-79.
- Johnson, G. O., and Samuel A. Kirk. "Are Mentally Handicapped Children Segregated in the Regular Grades," Exceptional Children, XVII (1955), 87-88.
- Jones, J. W., and J. E. Davis. "PL 89-313 Extends Benefits," Exceptional Children, XXXIV (March, 1968), 555-59.
- Jones, Reginald L., Nathan Gottfried, and Angela Owens. "The Social Distance of the Exceptional," Exceptional Children, XXXII (April, 1966), 551-56.
- Kavaraceus, William C. "Acceptance and Rejection on Exceptionality," Exceptional Children, May, 1956. pp. 328-31.
- Kingsley, J. M. "Prevailing Attitudes Toward Exceptional Children," Education, LXXXVII (March, 1967), 426.

- Mader, John B. "Attitudes of Special Educators to the Physically Handicapped," Dissertation Abstracts, XXVIII, 5A (1967), 1624.
- Meyerowitz, Joseph H. "Parental Awareness of Retardation," American Journal of Mental Deficiency, LXXI, 6 (1966), 637.
- Meyerowitz, Joseph H. "Peer Groups Reject the Retarded," Mental Retardation, V (1967), 23-26.
- Meyers, C. E., E. G. Sithei, and C. A. Watts. "Attitudes Toward Special Education and the Handicapped in Two Community Groups," American Journal of Mental Deficiency, LXX, 1 (1966), 78-84.
- Neuhaus, Edmund C. "Training the Mentally Retarded for Competitive Employment," Exceptional Children, XXXIII (1967), 625-28.
- Sweigert, Ray L. "Polling Community Opinion of Educational Matters," Journal of Secondary Education, CXLII, 195-202.

C. PAMPHLETS

- General Summary of the Provisions of the Guidelines for Title VI. Des Moines, Iowa: Iowa State Department of Public Instruction, 1967.
- Beal, George M., Janet S. Payer, and Paul Yarbrough. Mental Retardation, A Guide to Community Action. Des Moines, Iowa: Iowa's Comprehensive Plan to Combat Mental Retardation, 1965.

D. UNPUBLISHED MATERIALS

- Meyen, Edward L. "A Study of Attitudes and Understandings of Lay Persons and Regular Classroom Teachers Toward the Mentally Retarded." Des Moines, Iowa: Iowa State Department of Public Instruction, 1964. (Mimeographed.)
- Meyen, Edward L. "A Study of the Attitudes and Understandings of Lay Persons and Regular Classroom Teachers to the Mentally Retarded." Original unpublished study from which mimeographed study was abstracted, personal property of Dr. Edward L. Meyen, University of Iowa, Iowa City, Iowa.

Schofer, Richard C. "The Relationship Between Teacher Attitudes Toward Mentally Retarded Children and Teacher Characteristics and Knowledge of Mental Retardation." Unpublished Doctor of Education study, Colorado State College, 1961.

APPENDIX

APPENDIX A

TRANSMITTAL LETTER TO PARENTS

Dear Parent,

State law, effective July 1, 1969 (Senate File 409) directs all school districts to provide special education to all children requiring such services. Your community school is considering how best to meet this requirement.

You can help by making your opinions known. Take a few minutes of your time to fill in the accompanying questionnaire and return it to school with your child.

This scale includes thirty statements about mentally retarded children. Although there can be no absolute "right" or "wrong" answer you may vary in your agreement with the statements presented. Therefore, to the right of each statement are five columns: Column 1--Strongly Agree, Column 2--Agree, Column 3--Undecided, Column 4--Disagree, Column 5--Strongly Disagree. In checking your response, it is important that the response checked reflects your personal reaction to a particular statement. Don't let your judgement be influenced by how you think other people would respond to the same statement. Please remember that your response to this scale will be confidential.

Don't sign your name but please fill in the following blanks:

Last year of school attended:

8th grade___ 10th grade___ High school grad.___ College___

Occupation:

Farming___ Skilled labor___ Business___ Professional___

Have you ever known a retarded child personally?

Yes___ No___

Have your children attended school in a district which provided special education classes for retarded children?

Yes___ No___

APPENDIX B

INSTRUCTIONS TO FACULTY

This scale includes thirty statements about mentally retarded children. Although there can be no absolute "right" or "wrong" answer, you may vary in your agreement with the statements presented. Therefore, to the right of each statement are five columns. Column 1--Strongly Agree, Column 2--Agree, Column 3--Undecided, Column 4--Disagree, Column 5--Strongly Disagree. In checking your response, it is important that the response checked reflects your personal reaction to a particular statement. Don't let your judgement be influenced by how you think other people would respond to the same statement. Please remember that your response to this scale will be confidential.

Don't sign your name, but fill in the following blanks:

1. Sex: Male_____ Female_____
2. Level you teach: Elementary___ Jr. High___ Sr. High___
3. Years of Experience: 0-5___ 6-12___ 13-20___
Over 20___
4. Level of education: 90-120 hrs.___ B.A.___ M.A.___
5. Have you had a college course in teaching the mentally retarded?
Yes_____ No_____

APPENDIX C

"SCALE OF ATTITUDES TOWARD THE MENTALLY RETARDED"

Column 1 - Strongly Agree
 Column 2 - Agree
 Column 3 - Undecided
 Column 4 - Disagree
 Column 5 - Strongly Disagree

| Item No. | Statement | 1 | 2 | 3 | 4 | 5 |
|----------|---|---|---|---|---|---|
| 1. | A retarded child can be born to any parent. | | | | | |
| 2. | All children have a right to a public education. | | | | | |
| 3. | A lay person generally feels rather uncomfortable in the presence of a mentally retarded child. | | | | | |
| 4. | Mental retardation and mental illness are often confused by the general public. | | | | | |
| 5. | Mentally retarded children are usually unattractive children. | | | | | |
| 6. | I would prefer that my own children did not play with any child who is mentally retarded. | | | | | |
| 7. | Average ability children should not associate with mentally retarded children at school. | | | | | |
| 8. | If a parent has a retarded child, he should not allow his child to play with normal children. | | | | | |
| 9. | All children should associate with handicapped children either at play or at school. | | | | | |
| 10. | Parents should not feel that their normal child will be "hurt" if he plays with a retarded child. | | | | | |

| Item No. | Statement | 1 | 2 | 3 | 4 | 5 |
|----------|--|---|---|---|---|---|
| 11. | A retarded youth should not expect to participate in the typical teenage activities available in the community. | | | | | |
| 12. | A mentally retarded adult living in my neighborhood would tend to lower the value of my property. | | | | | |
| 13. | Most mentally retarded children can become self-supporting citizens. | | | | | |
| 14. | I would resent my child having to attend a regular class with a retarded child. | | | | | |
| 15. | There is a real need for the general public to learn more about mental retardation. | | | | | |
| 16. | In our society it is as important to make use of the abilities of the mentally retarded as it is the physically handicapped. | | | | | |
| 17. | In view of the large number of mentally retarded children enrolled in regular classes, all college students preparing to be teachers should be required to take at least one course in "educating mentally retarded children." | | | | | |
| 18. | A retarded child is usually identified in regular classrooms because of his lack of neatness. | | | | | |
| 19. | A regular classroom teacher should be able to adequately teach a retarded child along with 25 to 30 regular pupils. | | | | | |
| 20. | A separate special class designed to meet the needs of mentally retarded children taught by a trained teacher is the best educational program for these children. | | | | | |
| 21. | A regular classroom teacher's primary obligation is to all of the children in her class not just to the average or "gifted" group. | | | | | |

| Item No. | Statement | 1 | 2 | 3 | 4 | 5 |
|----------|---|---|---|---|---|---|
| 22. | A retarded child enrolled in a regular class has as much right to the time and effort of the teacher as does a normal child. | | | | | |
| 23. | Special classes for mentally retarded children should have a smaller enrollment than regular classes. | | | | | |
| 24. | It is unfair to assign only 10 to 15 pupils to teachers of special classes for mentally retarded children when regular classroom teachers are assigned 25 to 30 pupils. | | | | | |
| 25. | A special class for mentally retarded children provided by local school districts is a better program for retarded children than placement in a state institution. | | | | | |
| 26. | Special classes for mentally retarded children are too expensive in terms of the value the retarded child gains from them. | | | | | |
| 27. | I would not want my child attending a school where there is a special class for retarded children. | | | | | |
| 28. | Finances spent on special classes for mentally retarded children is a good expenditure of tax money. | | | | | |
| 29. | Schools should make every effort to see that retarded children living within the boundaries of the school district receive an appropriate educational program. | | | | | |
| 30. | The community in which I live would be interested in providing special classes for mentally retarded children. | | | | | |